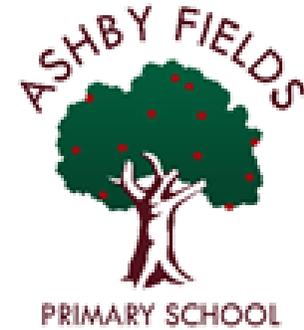


# Ashby Fields Primary School



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Deborah Godfrey

## Guide to supporting reading at home



# Joy of reading

Reading is an important skill which allows children access to all other areas of learning as well as opening up a wider imaginary world.

The ability to read fluently and understand what is being read is key to developing a joy of reading. Through reading with your child, you can help them to not only improve their ability to read the words but also develop their comprehension (understanding) of a range of texts.

Reading a range of texts, fiction and non-fiction, is key to developing a love of reading. Reading together does not always mean reading a book, it can be: magazines, newspaper articles, subtitles on the TV, road signs, cereal packets, recipes, letters, labels, etc. Anything that has words on counts as reading.

While there is a temptation to progress quickly through books, the most valuable approach is to spend quality time looking at a book in detail and enjoying it with your child.

This booklet will give you ideas to extend your child's reading journey, questions to improve comprehension and support on providing a positive reading experience for you and your child.

# Top Tips

Here are some other handy hints to help when reading with your child at home:

- Use phonics to sound out words the children don't know
- Read aloud to your child or with your child taking it in turns
- Listening comprehension comes before reading comprehension, the more words they hear, the more words they will be able to recognise when they see them
- Have lots of different reading materials in the house
- Take your child to the library to open up a wider range of reading books
- Use subtitles on the TV as another reading tool so children can follow the words while watching
- Read in a quiet, comfortable place
- Model good reading
- Repeat reading of a text until it is fluent and understood
- **READ FOR FUN!**

# Understanding a range of texts

These questions are about the children's understanding of text types and their ability to link texts to other texts that they have read.

- Do you know any other stories like this?
- How were they the same/different?
- How is the hero/heroine of this story similar to others that you have read about?
- What does the text remind you of?
- Does the story remind you of anything that has ever happened to you?
- How would you have felt in that situation?
- What might you have done instead?
- What other stories have similar openings/endings to this one?
- Many stories have messages, what is the message of this story?
- Are there any familiar patterns that you notice?
- How do we know what type of text this is?
- Which out of the last three texts we read do you prefer? Why?

# Reading at home

## Environment

It is important to create the right environment when reading with your child. You should both be comfortable and have time to focus on reading. Bedtime can be a good time to read. When reading, there should be as little background noise as possible in order to ensure that the text has your full attention.

## Shared Reading

Reading with your child does not mean that they have to do all the reading while you listen. Take it in turns. You can read a page each or decide a signal when you want the other person to take over (this ensures they are following the text even if you are reading). This allows you to model good reading skills as well as encouraging and supporting your child's reading.

## Modelling

One of the key ways in which children learn is through copying examples they are shown. It is really important to model good reading: expression, voices, responding to punctuation, enthusiasm. It is also important to model good listening - showing interest and enjoyment in the reading process.

# Comprehension

As well as being able to read clearly and fluently, it is important that your child is able to understand what they have read. The best way to ensure this understanding is through questioning about the texts they are reading.

Over the next few pages, you will find example questions that you can use to help further your child's reading comprehension. These questions will be separated into different areas of comprehension. Questions at the top of each page will be suitable for lower levels of reading ability and will become progressively more challenging down the page. Use a range of questions to suit your child's ability level and also to provide challenge. You can also add your own questions appropriate to the text that you are reading.

# Writer's viewpoint and purpose

These questions are about what effect the writer is trying to have on their reader and what the text is for.

- What type of text is this? Can you think of other texts the same as this?
- What is this text about? What is it trying to tell the reader?
- Why has the author chosen this setting?
- What do you like about the text? Why?
- How could you improve the text?
- What impression does the author want to give of this character? Why?
- What is the purpose of this paragraph?
- What question would you like to ask the writer of the text?
- Who is this text aimed at? How do you know?
- Do you think the text is successful in making you think a certain way?
- Who is telling the story? How do you know? Give evidence from the text.
- This text is trying to persuade us to do something. How could we change it to persuade the reader NOT to do it?

# Language and grammar

These questions are about how language is used in the text and also the grammar features that might be shown.

- What does \_\_\_\_\_ mean?
- Which words make the writing sound formal/informal?
- Why has the author used this word?
- What words show that the character is \_\_\_\_\_?
- What other words could we use here? How would it change the text?
- How do you feel about this character? What makes you feel that way?
- What language features (alliteration, rhyme, etc.) can you see in the text?
- Find some adjectives that help you picture the scene, character in your mind.
- Which sentence makes you want to read more of the text?
- Why has the author set out the text like this?
- Can you find a simile in the text?
- Can you find a metaphor in the text?
- How well do you think the writer has used language? Give reasons for your answer

# Literal understanding

These questions focus on information that can be seen directly in the text:

- What is the story/text about?
- Who are the main characters?
- Where does the story take place?
- Where do the characters live?
- What do the characters look like?
- How many \_\_\_\_\_ are there?
- Where is \_\_\_\_\_?
- Is the character happy or sad?
- Where is the house?
- How many \_\_\_\_\_ are there left in the world?
- What does the lion eat?
- What happened after \_\_\_\_\_?
- Can you tell me why \_\_\_\_\_?
- Describe what happened at/when \_\_\_\_\_?
- Where in the text does it say \_\_\_\_\_?
- What examples of \_\_\_\_\_ are there in the text?
- What does the word \_\_\_\_\_ mean?

# Inference and deduction

These questions focus on information that you can work out from clues in the text and information that is suggested but not stated outright.

- What does the word \_\_\_\_\_ imply?
- What does the word \_\_\_\_\_ make you think of?
- What do you think will happen next? Why?
- How do you know how the character feels?
- Through whose eyes is the story being told?
- What do you think will happen because of \_\_\_\_\_?
- If this was you, what would you do next?
- How have the characters changed during the story?
- How do you know that \_\_\_\_\_?
- If you were going to interview a character, person, what would you ask them and what might their answer be?
- What clues are there that that is happening?
- What evidence supports your idea?
- What could the next section be called? Why?

# Text structure and organisation

These questions focus on the layout of the text and why texts are laid out in certain ways.

- What do you notice about the page?
- What is this section for?
- How does the layout help the reader?
- What are headings for?
- What is the purpose of the pictures?
- How do headings help you when you scan the text?
- How does the title of the story encourage you to read more?
- Some of the text is printed in a different way, why do you think the writer does this?
- Why has the author repeated some words or phrases?
- Why did the author choose to change paragraphs here?
- What are fact boxes used for?
- What is the purpose of the chapter titles?
- What key features of the text type can you see?
- What would the effect be if we took this structure away?